

## Textbook Alignment to the Utah Core – 11<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes   X   No*

Name of Company and Individual Conducting Alignment:                     Jennifer B. Bailey                    

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 11<sup>th</sup> Gr. Language Arts Core Curriculum

Title:                     Edge Reading, Writing & Language, Level A                     ISBN#: 9780736234528\_11

Publisher:                     National Geographic School Publishing/Hampton Brown                    

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum:           87           %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:                     70                     %

**STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend y and informational grade level text.**

Percentage of coverage in the *student and teacher edition* for Standard I:           90           %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:                     2                     %

**OBJECTIVES & INDICATORS**

*Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)*

*Coverage in Ancillary Material (titles, pg #'s, etc.)*

*Not covered in TE, SE or ancillaries ✓*

<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	<b>SE/TE: 25, 27, 49, 67, 99, 199, 221, 280, 486, 662, 666</b> <b>TE: PD30, PD37-47</b>	<b>Edge Interactive Practice Book: 17, 29, 91, 103</b>	
<b>b.</b>	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	<b>SE/TE: 48, 221, 486, 665, 669</b>	<b>Edge Interactive Practice Book: 28, 103</b>	
<b>c.</b>	Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).	<b>SE/TE: 14, 40, 101, 128, 182, 210, 231, 276, 291, 297-298, 359, 392, 408, 452, 486, 559</b>	<b>Edge Interactive Practice Book: 53, 65, 77, 143,</b>	
<b>d.</b>	Distinguish between commonly confused words (i.e., allusion /illusion; complement/compliment; imply/infer).	<b>SE/TE: 81, 167, 669, 750-753</b>		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).				
<b>a.</b>	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	<b>SE/TE: 2, 11-12, 15-16, 19-22, 86, 150, 172, 266, 271, 277-278, 280-282, 285-286, 296-297, 299, 305, 390, 440, 518</b>	<b>Edge Interactive Practice Book: 11, 124</b>	
<b>b.</b>	Evaluate the effectiveness of multiple internal text structures in a single text.	<b>SE/TE: 302, 304, 307-308</b>		
<b>c.</b>	Synthesize information from a variety of sources.	<b>SE/TE: 72-73, 131, 158-161, 168, 252, 332-336, 340, 426-427, 461, 502-505, 611-613, 615, 671</b>		

d.	Analyze multiple texts on the same topic for conflicting information.	SE/TE: 109, 129, 287, 327, 459, 477		
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.				
a.	Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	SE/TE: 250-251	Edge Interactive Practice Book: 16	
b.	Explore universal character traits across cultures in literature.	SE/TE: 62-64, 67, 754	Edge Interactive Practice Book: 35-39	
c.	Compare recurring and universal themes in literary works.	SE/TE: 360-361, 368-373, 379-396, 403-413		
d.	Analyze how culture—the shared beliefs, values, and behaviors of a particular society at a particular time and place—is an element of setting.	SE/TE: 6, 67, 217-218, 403		
e.	Analyze the use of irony, tone, and/or mood.	SE/TE: 374, 576, 758-759, 763 TE: T569	Edge Interactive Practice Book: 168, 189	
f.	Identify the speaker in a poetic text.	SE/TE: 215, 218, 541, 564, 582	Edge Interactive Practice Book: 256	
<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>88</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.1:</b> (Writing to Learn): Analyze and synthesize ideas				

and information to refine thinking through writing.				
<b>a.</b>	Form conclusions and recommend action.	<b>SE/TE: 419, 479, 497, 502-511, 514, 691-692, 695-696</b>  <b>TE: T276</b>	<b>Edge Interactive Practice Book: 75, 193</b>	
<b>b.</b>	Integrate facts, events, or ideas to create new ideas.	<b>SE/TE: 67, 70, 72-73, 158-159, 197, 252-253, 289, 426-427, 461, 479, 502-505, 678</b>	<b>Edge Interactive Practice Book: 15, 20, 37, 44, 46, 58, 70, 96, 101, 134, 151, 169, 174, 182, 200, 214, 247</b>	
<b>c.</b>	Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	<b>SE/TE: 19, 23, 43, 47, 63, 105, 109, 125, 129, 147, 191, 195, 216, 219, 287, 309, 327, 351, 355, 358-370, 372-373, 379, 383, 385, 389-391, 394-396, 403, 407, 409, 412-418, 455, 473, 491, 542, 563, 579, 626</b>  <b>TE: T32, T204, T406, T445</b>	<b>Edge Interactive Practice Book: 159, 162-164, 166, 173, 175, 179, 189, 191</b>	
<b>Objective 2.2:</b> (Extended Writing):Write to analyze literary text and explain informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
<b>a.</b>	Select an organizational pattern that suits the topic.	<b>The opportunity to address this standard can be found on the following pages.</b>  <b>SE/TE: 70, 156, 250, 332, 424, 502, 688-709</b>		
<b>b.</b>	Provide detailed evidence and examples to substantiate arguments.	<b>SE/TE: 22-23, 47, 109, 72-73, 131, 151, 158-159, 195, 219, 245, 252,</b>	<b>Edge Interactive Practice Book: 15, 27, 37, 51, 63, 75,</b>	

		287, 332-336, 461, 502-505, 565	89, 101, 113, 127, 141, 151, 167, 181, 193, 207, 219, 233, 247, 257, 269	
c.	Support arguments with logic and text references.	SE/TE: 22-23, 47, 109, 151, 158-159, 195, 219, 245, 287, 332-336, 426, 461, 502-505, 565	Edge Interactive Practice Book: 15, 27, 37, 51, 63, 75, 89, 101, 113, 127, 141, 151, 167, 181, 193, 207, 219, 233, 247, 257, 269	
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>Sufficiently developed key ideas and specific details that directly support and advance the thesis statement.</li> <li>Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).</li> <li>Correct use of active and passive voice.</li> <li>Consistent, appropriate voice.</li> <li>Words intentionally and skillfully used.</li> <li>Rhythm created through sentence construction (i.e., parallel sentence structure).</li> </ul>	SE/TE: 76-79, 82, 153, 162-165, 168, 197, 256-259, 262, 329, 331-341, 344, 421, 424-425, 428, 430-433, 436, 454, 479, 508-511, 514, 571, 585, 672-673, 680, 684-685, 724, 737, 747  TE: T259	Edge Interactive Practice Book: 15, 27, 37, 51, 63, 75, 89, 101, 113, 127, 141, 151, 167, 181, 193, 207, 219, 233, 247, 257, 269	
b.	Edit for: <ul style="list-style-type: none"> <li>Spelling.</li> <li>Commas with introductory phrases and clauses.</li> <li>Correct use of relative pronouns.</li> <li>Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”).</li> <li>Agreement of pronouns and antecedents.</li> </ul>	SE/TE: 25, 80-81, 131, 166-167, 221, 260-261, 289, 342-343, 375, 434-435, 460-461, 512-513, 547, 716-717, 738, 741, 744-745, 750-753  TE: T102, T106, T328,		
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in		

Standard III: <u>82</u> %		the ancillary material for Standard III: _____%		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to draw conclusions.				
a.	Formulate questions that direct inquiry.	SE/TE: 26, 132-133, 155-159, 198, 290, 611		
b.	Analyze information to determine relevance to essential question.	SE/TE: 72, 76-79, 160, 259, 334, 504, 613		
c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	SE/TE: 174-177, 179, 184, 189, 194, 225, 232, 334, 504	Edge Interactive Practice Book: 90	
d.	Evaluate, use, and cite primary and secondary sources.	SE/TE: 158, 160-161, 165, 168, 504, 612, 615		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to evaluate information and to make recommendations.				
a.	Select an appropriate format to evaluate and report research results.	SE/TE: 110, 153, 155-169, 289, 311, 329		
b.	Gather, evaluate, and organize evidence to support a position.	SE/TE: 25, 67, 110, 153, 329, 420, 479, 566, 612-613, 615, 696 TE: T107	Edge Interactive Practice Book: 15, 37, 51, 101, 113, 151, 167, 181, 193, 219, 247	
c.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	SE/TE: 419, 479, 497, 502-511, 514, 691-692, 695-696	Edge Interactive Practice Book: 15, 37, 51, 75, 90, 101, 113, 151, 167, 181, 193	

		<b>TE: T276</b>		
<b>d.</b>	Use informal and formal citations, where appropriate, to support inquiry.	<b>SE/TE: 158, 160-161, 165, 168, 504, 612, 615</b>		
<b>Objective 3.3:</b> (Oral Communication of Inquiry):Make informative and persuasive presentations using visual aids/technology.				
<b>a.</b>	Determine the purpose for informative and persuasive presentations.	<b>The opportunity to address this standard can be found on the following pages:</b>  <b>SE/TE: 25, 131, 222, 312, 329, 601</b>		
<b>b.</b>	Identify questions to be addressed in refutations.	<b>SE/TE: 312, 330, 480</b>		
<b>c.</b>	Refute counter-arguments.	<b>SE/TE: 480</b>		